



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

LESSON PLAN FORMAT

Teacher's Name: Ms. Perry **Lesson #: 2** **Facet:** Perspective

Grade Level: 9-Diploma **Numbers of Days:** 2

Topic: Students will understand that personal health practices affect personal health status.

PART I:

Objectives

Student will understand that personal health practices affect personal health status

Student will know their personal health strengths, needs and risks

Student will be able to analyze personal health status

Product: Prezi

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Health Education and Physical Education

Standard Label: F. Decision-Making and Goal Setting Skills.

Standard: F2 Goal-Setting

Grade Level Span: Grades 9 - Diploma

Students develop and analyze plan to attain a personal health goal.

Performance Indicators: a

Rationale:

By assessing and analyzing personal health status through identification of personal health strengths, needs and risks students will be able to set a health goal that will enhance their current health status.

Assessments

Pre-Assessment: (Lesson 1 only)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Every pupil respond

Section II – timely feedback for products (self, peer, teacher)

Students will self-assess their Prezi using the checklist. Teacher will assess and grade Prezi using the same checklist provided to the students and provide feedback.

Summative (Assessment of Learning):

Students will create a Prezi presentation that shows their personal health strengths, needs and risks.

Integration

Technology:

Prezi, images, video and/or audio will be included on their product.

Content Areas:

English: Students must be able to articulate and describe their personal health strengths, needs and risks.

Art: Students will be asked to showcase their own personal health strengths needs and risks using the multimedia software Prezi.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

I will use the ice cream cone graphic organizer for students to describe their personal health strengths, needs and risks. If students wish to share their personal health strengths, needs and risks I will use popcorn share cooperative learning.

Section II – Groups and Roles for Product

Students will work individually on their Prezi presentation, but will be allowed and are encouraged to talk quietly amongst each other during class time devoted to working on Prezis.

Differentiated Instruction

MI Strategies

Verbal: Sharing personal health strengths, needs and risks during the popcorn share with the rest of the class.

Logical: Analyzing personal health status through review of personal health practices, strengths, needs and risks, and organizing all the components of personal health status into a prezi.

Visual: Organizing personal health strengths, needs and risks using the ice cream cone graphic organizer.

Kinesthetic: Personal health strengths, needs and risks charades

Interpersonal: Sharing personal health strengths, needs and risks with classmates during the popcorn share session.

Intrapersonal: Reviewing personal health strengths, needs and risks alone while working individually on the ice cream cone organizer and while creating Prezi presentation.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

All absent students should consult the class wikispace where class notes will be available. Students must complete the ice cream cone graphic organizer as homework which will be due one week after the day they were absent. The ice cream cone handout will be available for absent students in the 'absent' folder in my classroom.

Extensions

Type II technology:

Prezi presentation with images, audio and/or video clips imbedded.

Gifted Students:

The Prezi presentation creation provides students with many options, as to how to set, what to include and how to best show personal health strengths, needs and risks. Personal health strengths needs and risks require more abstract and deep thoughts about health as well as personal reflection.

Materials, Resources and Technology

Post its

Ice cream cone graphic organizer

'Agree' sign

'Disagree' sign

Prezi checklist

Personal Health Assessment

Student laptops

Projector

Source for Lesson Plan and Research

Prezi website: www.prezi.com

Health risks article from Healthy People 2020:

<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=2>

Personal Health Assessment: <http://www.wellnessforum.com/docs/PersonalHealthAssessment.pdf>

Definition of Personal Health Status: <http://qol.thoracic.org/sections/key-concepts/health-status-health-perceptions.html>

Graphic Organizer: <http://www.eduplace.com/graphicorganizer/>

Cooperative Learning technique: http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom arrangement: Desks are arranged in a semi circle open to the front of the room so students can view instruction of Prezi that will be projected from teacher computer onto the board.

Agenda:

Day 1 (80 minutes)

Hook (15 minutes)

Strength, need and risk definitions activity and gallery walk (10 minutes)

Personal definitions relating class definitions of strength, need and risk to personal health strengths, needs, and risks (10 minutes)

Popcorn Share (10 minutes)

Reading (5 minutes)

Personal Health Assessment (5 minutes)

Graphic Organizer (10 minutes)

Introduction to Prezi (10 minutes)

Assignment: 1 blog entry: Describe an interest or hobby that is also a personal health strength. Remember from last class all the areas of health.

Day 2

Return ice cream cone graphic organizer (1 minute)

Review and checking for understanding (5 minutes)

Work on Prezi's (50 minutes)

Self- Assessment: Check Prezi to checklist (15 minutes)

Gallery walk to view all Prezis (9 minutes)

Assignment: Upload prezi to wikispaces

Students will understand that personal health practices affect personal health status. To know which direction to go in we must know where we are. Assess personal health practices and overall health status. The hook for this lesson involves students agreeing or disagreeing with a real life scenario (see content notes). One corner of the room is labeled 'agree' a different corner is labeled 'disagree'. Scenario is written on the board students are asked to stand in one corner if they agree with the statement or stand in another corner if they disagree. Teacher will ask students to explain and defend the decision they made. After hearing other student's explanations students can change their opinion. After 10 minutes teacher will explain that this hook shows an example of a personal health risk, something that threatens our health, which is peer pressure. Teacher will also explain this lessons topic, which is identifying personal health risks, strengths and needs.

Where, Why, What, Hook, Tailor: Intrapersonal and bodily kinesthetic

Students will know their personal health strengths, needs and risks. On day one of the lesson after the hook is presented the words strength, risk and need will written on the board. Students are given three pieces of paper or large post it notes. Students are asked to write their definition of each word on each piece of paper and place it on the board. Students will perform a 'gallery walk' to view all the definitions. Students will be given the ice cream cone graphic organizer. On the back of the paper students are too provide their own definition of personal health strengths, needs and risks. To further student understanding of personal health risks, strengths and needs students will read an article from healthy people 2020 and complete a personal health assessment to help identify their personal health strengths, needs and risks and assess overall health status. Once students complete the personal health assessment they will fill in the ice cream cone graphic organizer. In the Cone space, labeled 'topic', students will be instructed to write personal health status. There are four scoops of ice cream on the cone, students will be asked to label three of the scoops: strengths, needs and risks. The fourth scoop is for extra space if needed. In each of the scoops students list their own personal strengths, needs and risks. The students must return the graphic organizer to the teacher at the end of class. If students wish to share their personal health strengths, needs and risks a popcorn share cooperative learning method (see content notes) will be used. At the beginning of class on the second day of the lesson after the ice cream cone graphic organizer has been returned to students which has feedback provided on it, the teacher will conduct a brief review of personal health strengths, needs and risks, using the 'every student respond' method. Students will be asked to act out (charade style) a personal health strength, need or risk. Once a student has identified what the other student is acting out all students must respond by calling out either 'strength', 'need' or 'risk'. If students disagree (if several different answers are called

out) teacher will clarify or ask students to defend their answers.

Equip, Explore, Rethink, Tailor: Verbal, logical, visual, bodily kinesthetic, interpersonal and intrapersonal

Through a Prezi presentation students will analyze personal health strengths, needs, risks and how it relates to personal health status. In the Prezi students must identify a personal health strength, need, and risk. The prezi must include some aspect that makes it multimedia; this includes but is not limited to a video, image or audio. In the last 10 minutes of class time on the first day of this lesson students will begin to create a prezi. Students will be shown how to set up a prezi and how to navigate. Upon leaving class students will be given the Prezi checklist, which includes all the aspects that should be included in their Prezi. They will be given a few minutes of free time to explore prezi on their own. On the second day of the lesson the majority of time will be spent creating their prezi that shows their personal health, strengths, needs and risks. After 50 minutes students will be asked to finish up their Prezi's by reviewing the Prezi checklist. Students will be given 10 minutes to clean up their work and then everyone will participate in a gallery walk to view other students work.

Explore, Experience, Rethink, Revise, Refine, Tailor: Logical, visual and intrapersonal

On the second day of the lesson after students have been given time to work on their Prezis students will be asked to finish up their Prezi's by reviewing the Prezi checklist. Students will be given 10 minutes to clean up their work. Their assignment before next class is to attach their Prezi to the class wikispace. Teacher will assess and grade Prezi using the same checklist provided to the students and provide feedback. Students will use their assessment of personal health in future lessons to help them generate a goal that will enhance their personal health status.

Evaluate, Tailors: Logical, visual and intrapersonal

Content Notes

Students will know...

Definition of personal health strengths, needs, risks and personal health status

Personal health strengths: A personal health habit that is beneficial to health that one routinely practices and should continue to do. For example if someone brushes their teeth everyday and has been for the past 15 years, this is beneficial to their health and they should continue to do so.

Personal health risks: Something that is a threat to our personal health, interference to a personal health habit. For example if someone's personal health habit is exercising at fitness center 4 days per week. If that center closes then that person would have to create a new personal health habit for exercising.

Personal health needs: Something people need to maintain health. Examples include basic necessities like food, shelter and clothing as well as access to healthcare, healthy foods, supportive, safe and clean communities.

Personal health status: A person's level of wellness and illness. Personal health status is subjective. A person may perceive themselves as healthy despite suffering from a disease, while others perceive themselves as ill but there is no evidence of disease. Generally if a person's health needs are met and they can view their personal health strengths to be greater than their risks that person will have a high health status. Three attributes of health listed above tie together to make up personal health status.

Healthy People 2020 - Adolescent Health: From this article students should gain a more comprehensive view of health risks for people their age.

Hook scenario: You are at a party; one of your friends is really drunk, which is not unusual, as you have seen him drunk on numerous occasions. You have not been drinking and offer to give your friend a ride since it is getting late. He says he has a ride with your other friend who has been drinking steadily throughout the night. This other friend has been known to drive drunk before and has never gotten into an accident or gotten an OUI. Still you argue with your friend telling him he should ride with you because it would be safer. After about 15 minutes you give up, he is drunk and not really listening to you. You drive home alone. Do you agree that you did the right thing?

To be read after class discussion: The next day another friend of yours calls you, your other two friends who were drunk the other night got into a car accident. The friend who was driving totaled his father's truck and is in the hospital. He broke his back and it is uncertain whether he will ever walk again. Your friend that you had been arguing with is fine. Fortunately the friend who was driving pulled him out of the truck as it was sinking into a pond.

Popcorn Share: When the teacher calls, "Popcorn," the students quickly and voluntarily pop up from their chairs one at a time to share.

Handouts

Ice cream cone graphic organizer

Prezi Check list

Personal health assessment
Healthy People 2020 article on adolescent health
Large post it notes

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard:

The expectations for the final product of this lesson are clearly defined on the Prezi checklist. Students will be given the checklist upon being introduced to Prezi and their projects. Visual directions of Prezi will be given using a projected image of the teacher's computer, students will be able to either follow along on their computers or simply watch instructions then act on their computers after. The lesson is designed in a sequence, introduce topic, discuss as a class, work individually, apply concepts to one's own life, and demonstrate understanding through personal expression. The organization and sequence of instruction is well suited for clipboard learners.

Microscope:

Students will be asked to analyze the concepts of personal health strengths, needs and risks using the ice cream cone graphic organizer and to exhibit own personal health status in the form of a Prezi. The personal health assessment will aid in uncovering the details of students' personal health status. Students will be given time to explore the Prezi software on their own and unguided, this will allow for students to discover what the software has to offer on their own. This will appeal to microscope type learners in their need for discovery learning.

Puppy:

Using all students' personal definitions of 'strength', 'need' and 'risk' creates a supportive and encouraging environment, which supports a puppy learner. A gallery walk is used twice in this lesson for students to view others' work, this places little pressure on students to be in a spotlight, everyone is on an equal level as all students' work is viewed at the same time, this provides a safe climate and supportive group.

Beach Ball:

The majority of class time on the second day of this lesson is best for beach ball learners. Students will be working individually on their Prezis. The checklist for the assignment allows for much creativity and is open ended. There is personal freedom in how students want to layout and express their personal health status is their choice, which is another aspect geared towards beach ball learners,

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

On the first day of the lesson students will complete a graphic organizer that outlines their personal health strengths, needs and risks which will be handed into the teacher before leaving class. Feedback clarifying their thoughts on their personal health will be provided and act as an outline for their Prezi. For a review on the second day of the lesson students will play a game of charades in which students act out either a personal health strength, need or risk. Using the "every pupil respond" method all students yell out what the student is acting out, once the correct respond has been called the entire class will respond with what the specific practice, habit or act is, a strength, risk or need.

Summative:

Students will create a Prezi presentation that shows their personal health strengths, needs and risks. Students will self assess their work before turning it into the teacher. Students will use a checklist provided by the teacher when the Prezi is assigned on the first day of the lesson. The teacher using the same checklist will grade students.

Rationale:

Having a review session at the start of class on the second day of the lesson will help monitor what students retained between the first day of the lesson and the second. If it is clear students do not understand concepts, additional time will be given to review. Feedback is provided on graphic organizer to help guide assessment.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

Students will understand that personal health practices affect personal health status. Students will know their personal health strengths, needs and risks.

MLR or CCSS:

Maine Learning Results

Content Area: Health Education and Physical Education

Standard Label: F. Decision-Making and Goal Setting Skills.

Standard: F2 Goal-Setting

Grade Level Span: Grades 9 - Diploma

Students develop and analyze plan to attain a personal health goal.

Performance Indicators: a

Facet:

Perspective. By assessing and analyzing personal health status through identification of personal health strengths, needs and risks students will be able to put their personal health into perspective and be able to set a health goal that will enhance their current health status.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Verbal: Sharing personal health strengths, needs and risks during the popcorn share with the rest of the class.

Logical: Analyzing personal health status through review of personal health practices, strengths, needs and risks, and organizing all the components of personal health status into a prezi.

Visual: Organizing personal health strengths, needs and risks using the ice cream cone graphic organizer.

Kinesthetic: Personal health strengths, needs and risks charades

Interpersonal: Sharing personal health strengths, needs and risks with classmates during the popcorn share session.

Intrapersonal: Reviewing personal health strengths, needs and risks alone while working individually on the ice cream cone organizer and while creating Prezi presentation.

Type II Technology:

Prezi presentation

Rationale:

Through the Prezi presentation students will analyze personal health strengths, needs, risks and how it relates to personal health status. In the Prezi students must identify a personal health strength, need, and risk. The prezi must include some aspect that makes it multimedia, this includes but is not limited to a video, image or audio

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

Students will use their personal health assessment to organize their thoughts into the ice cream cone graphic organizer which will then serve as a guide to create students Prezi presentation.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face

and virtual environments

Rationale:

By including images, videos or audio in the Prezi students are using a type II technology to display, organize and exhibit their personal health status in terms of personal health strengths, needs and risks. Students must have deep understanding of these aspects of their personal health in order to graphically present and arrange their Prezi. Through a gallery walk students will have the opportunity to show their work to others as well as view other students displays.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

Students will be shown how to set up a prezi and how to navigate by viewing a teacher guided tour of Prezi software. Students will be given the Prezi checklist, which includes all the aspects that should be included in their Prezi. They will be given a few minutes of free time to explore prezi on their own. The second day of the lesson the majority of time will be spent creating their prezi that shows their personal health, strengths, needs and risks.

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale:

This lesson is based around the construction of a Prezi presentation. Students will be guided in what and how to create this type of presentation but will also allow for students to explore on their own. The checklist will be provided to students before they begin their work, so students will know what they need to do but also the checklist will encourage using creativity to show personal health status as they choose.